DOCUMENT RESUME

ED 045 546 SO 000 488

AUTHOR	Apanasewicz, Nellie; Rosen, Seymour M.
TITLE	Education in Czechoslovakia.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	Bull-1963-27; OE-14090
PUB DATE	63
NOTE	41p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.15
DESCRIPTORS	*Comparative Education, *Educational Administration, *Educational Development, *Educational History, Educational Policy, *Educational Practice, Elementary Education, Government Role, Higher Education, Preschool Education, Secondary Education, Socioeconomic Influences, Teacher Education, Vocational Education
IDENTIFIERS	*Czechoslovakia, Eastern Europe

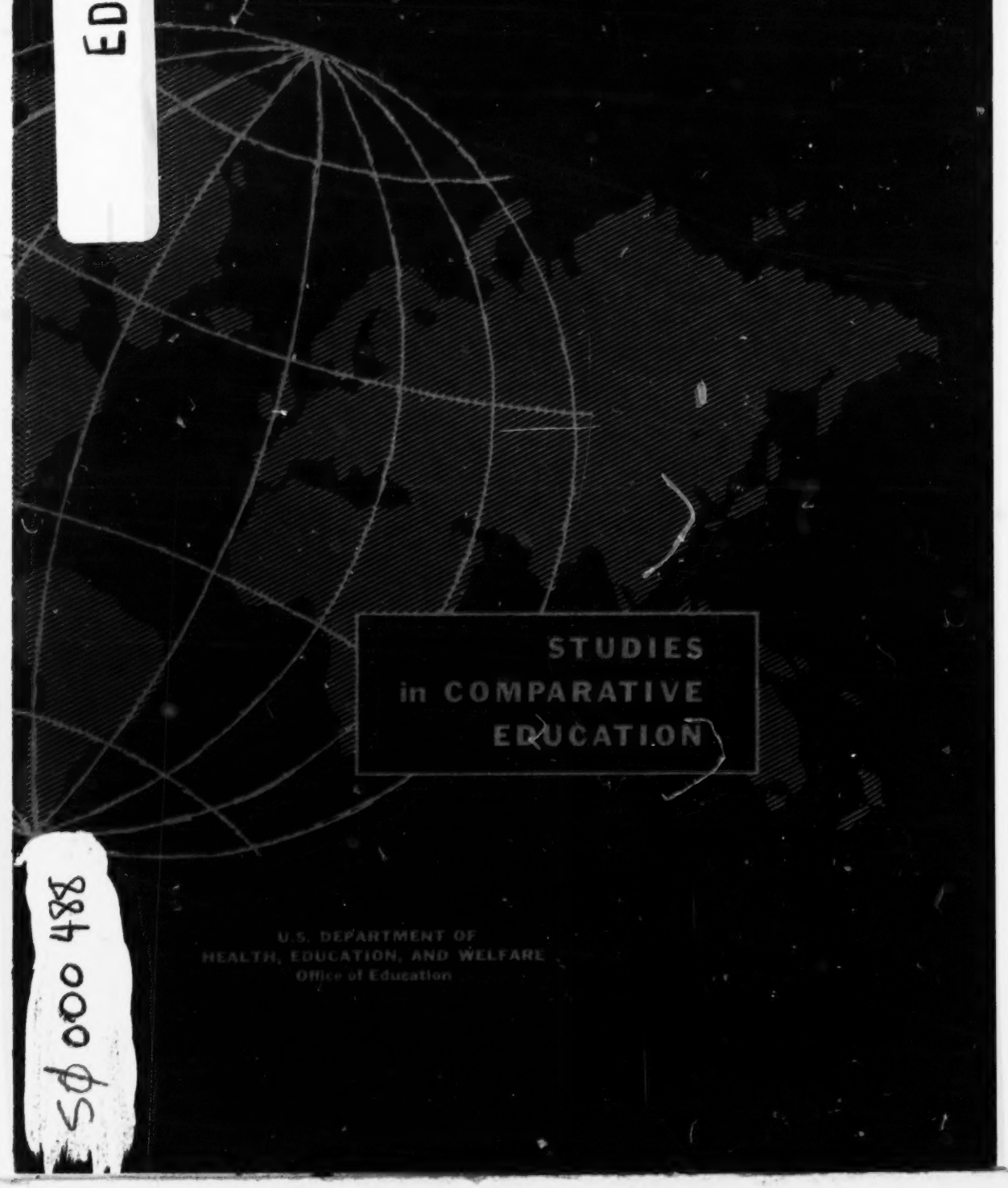
ABSTRACT

This booklet offers an historical view of the educational system in Czechoslovakia as it has been affected by the major political events in this century. The three sections, "School System: 1918-1948," "School System: 1948-1960," and "School Reform of 1960" discuss preschool, elementary, secondary, and higher education, as well as teacher training. Appendices provide study plans of secondary schools, and statistics on numbers of students and teachers in 1958-59, and numbers of schools and students, 1960-61. A short bibliography of sources is included. SO 000 487 is a related document. (JIB)

EDO 45546

OE-14090

EDUCATION IN CZECHOSLOVAKIA



STUDIES in COMPARATIVE EDUCATION

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education

SD 000 488

EDO 45546

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

OE–14090
Bulletin 1963, No. 27
January 1963

EDUCATION IN CZECHOSLOVAKIA

NELLIE APANASEWICZ
Program Assistant, in collaboration with
SEYMOUR M. ROSEN
Specialist in Comparative Education for Eastern Europe
Division of International Studies and Services

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
ANTHONY J. CELEBREZZE, *Secretary*

Office of Education
FRANCIS KEPPEL, *Commissioner*

Superintendent of Documents Catalog No. FS 5.214:14090

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1963

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington 25, D.C. - Price 20 cents

Table of Contents

	Page
Introduction	1
Part I. School System: 1918–1948	3
Preschool and elementary education	3
Secondary education	4
Teacher training	5
Higher education	7
Part II. School System: 1948–1960	11
Preschool education	13
Elementary-secondary general education	13
Technical-vocational education	14
Training of apprentices	15
Teacher training	15
Higher education	16
Part III. School Reform of 1960	21
Preschool education	22
Elementary education	23
Secondary education (Second degree schools)	23
Teacher training	25
Appendixes	
A. Study Plans of Secondary Schools.	
Tables:	
1. General education school	27
2. Industrial machine building school, specializing in machine building technology	28
3. Nurses training school	29
4. General economics school	30
B. Statistics:	
1. Number of students and teachers, 1958–59	31
2. Number of schools and students, 1960–61	32
Glossary	33
Bibliography	39

INTRODUCTION

CZECHOSLOVAKIA, a central European country with an area of approximately 49,354 square miles, is bordered by the Soviet Union on the east, Germany on the west and northwest, Poland on the north, Austria on the south and southwest, and Hungary on the south and southeast.

In 1918, following World War I and the collapse of the Austro-Hungarian Empire, Czechoslovakia emerged as an independent state. For several years it maintained a liberal, democratic constitution. A crisis developed in 1938, however, when as a result of the Munich Pact, the first partition of Czechoslovakia took place and the mineral-rich Sudetenland, bordering on Germany, was taken over by that country. The Czechoslovak state was completely dissolved after the German invasion in March 1939, when Hitler established the Protectorate of Bohemia and Moravia, and Slovakia was set up as an "independent" state under Hitler's "protection."

During the Second World War, the Allies, in 1941, recognized the Czechoslovak Government-in-Exile, which remained in England until 1945. In that year Czechoslovakia was reestablished as an independent state.

In February 1948, the Communist Party staged a bloodless revolution and took complete control of the government. The Constitution adopted changed Czechoslovakia into a "people's democracy," though the official name of the country for a time remained *Československá Republika* (Czechoslovak Republic).

The Constitution of June 11, 1960, renamed the state the "Czechoslovak Socialist Republic" and affirmed the political, economic, cultural, and social reorganization which has been taking place in Czechoslovakia since 1948. The preamble states:

> **In completing socialist construction we are moving on to an advanced socialist society . . . all our efforts are directed towards the creation of the material and spiritual conditions for the transition of our society to communism.[1]**

The legislature is a unicameral National Assembly, the Presidium of which carries on its work between assembly sessions. The President and Council of Ministers serve as the government executive organ.

---

[1] *The Statesman's Yearbook 1961–62*, p. 933.

The Communist Party's Central Committee is continuously engaged in formulation of State policy, through joint decrees with the Council of Ministers, through separate policy statements, and through the Communist Party positions of high-ranking government leaders. The Presidium of the Central Committee is the top policy-making body of the Party, and the Secretariat is the highest executive organ.

Part I

SCHOOL SYSTEM: 1918-1948

ONE OF THE MAJOR RESPONSIBILITIES of the new Republic in 1918 was to provide a uniform system of education. The Ministry of Education and National Culture was established as the principal authority in all but two fields of education, namely, primary and secondary agricultural education, under the jurisdiction of the Ministry of Agriculture; and military education, under the direction of the Ministry of National Defense.

Preschool and elementary education

Preschool education had been established by laws in Bohemia and Moravia since 1872, and in Slovakia since 1891. These laws provided for nursery schools; creches, which accepted infants up to 3 years of age; and maternal schools which, by the Ministerial Decree of May 30, 1934, replaced the kindergarten for children between the ages of 3 and 6. Concentration of the preschools was on speech exercises, number skills, gymnastics, games, and dancing.

In 1922, the Elementary School Law was passed, making school attendance compulsory for 8 years beginning at the age of 6. Elementary schools were usually organized in 8 grades. Hours per week for all subjects were approximately: first year, 20; second, 22; third, 24; fourth and fifth, 25; and sixth and seventh years, 26. The curriculum, fixed by the Ministerial Decree of July 10, 1933, included: religion,[2] the language of instruction, civics and moral education, knowledge of Czechoslovakia, geography, history, natural history, physics, arithmetic and geometry, drawing, penmanship, singing, physical education, and manual work.

Junior secondary education

Civic, or advanced elementary, schools (sometimes referred to as junior high schools) accepted students who had completed 5 years of elementary schooling and prepared them for entrance to the follow-

[2] Religious instruction was compulsory, unless the parents submitted a formal written request for exemption.

ing types of secondary schools: general, commercial, vocational, agricultural and forestry, and teacher training. The 4-year curriculum included religion, language and literature, a second language, civics and moral education, geography and history, natural history and physics, arithmetic and bookkeeping, geometry and drawing, freehand drawing, penmanship, manual work, singing, physical education, and an elective subject. The number of hours per week for all subjects was approximately 30 for the first and second years and 32 for the third and fourth years.

Secondary education

General secondary education was provided by 5 types of schools:

(1) *Gymnasium:* Emphasis was on the Greek and Latin languages.

(2) *Real gymnasium:* Latin was a requirement, but French or English could be substituted for Greek. In grades 7 and 8, either a course in descriptive geometry or an additional foreign language was taught.

(3) *Reformed real gymnasium:* Students began studying the French or English language in grade 2 and Latin in grade 5. Otherwise, the curriculum was the same as that of the real gymnasium.

(4) *Real school:* Stressed mathematics, natural sciences, and foreign languages. No classical languages were taught.

(5) *Upper real gymnasium:* In grade 5, the students were offered one of three options: the classical (*gymnasium*) course; semi-classical (*real gymnasium*) course; or the scientific (*real* school) course.

The entrance requirement for each of these schools was completion of 5 years of elementary schooling, and the studies in each lasted 8 years, with the exception of the *real* school, which required 7 years. Grades I through IV, referred to as the lower course, offered a 4-year program which was practically the same for all students. Grades V through VIII, or the upper course, varied in the amount of time and stress given to classical and other foreign languages (German, French, or English), mathematics, and natural sciences.

Required subjects in all of these schools, with variations as noted above, were: religion; German, Czech or Slovak, Latin, Greek, French, or English language; history, geography, mathematics, natural history; chemistry, physics, geometry; introduction to philosophy, drawing, singing, and physical training. The average number of class hours per week was about 30. Upon completion of the curriculum, the student was required to pass a written and oral maturity examina-

tion. He then received the certificate of maturity, a prerequisite for entrance to all schools of university rank.

Vocational-technical secondary schools accepted students who had completed the civic school or the 4 junior years of a secondary school of general education and trained them for positions in industrial enterprises. The 4-year technical curriculum was divided into these options: mechanical engineering, civil engineering, electrotechnics, and chemistry. Upon completing required studies and passing the maturity examination, the student received a certificate entitling him to continue studies at higher technical institutions.

Agricultural and forestry schools had the same requirements for admission as the vocational-technical schools. Completion of the 4-year curriculum, of which 56 hours were devoted to general education subjects, 68 to scientific, and 110 to agricultural subjects, qualified for entrance to agricultural institutions of university rank.

Commercial schools, or academies, offered a 4-year curriculum organized much on the same basis as that of the 4 senior years in the schools of general education, and required for admission completion of the 4 junior years of secondary school or the equivalent. Required subjects were the language of instruction and German language, another foreign language (French or English); commerce (including commercial correspondence), bookkeeping, office work, commercial arithmetic, mathematics; jurisprudence, national economy, merchandising, history, economic geography; stenography and penmanship. Total number of class hours was 30 per week for all four grades. Electives included laboratory work in technology of merchandising, exercises in stenography, typing, foreign language conversation, or gymnastics. On completing the 4 years of study, students took the maturity examination (both written and oral), and, upon receiving the certificate of maturity, could enter commercial schools of university rank.

Teacher training

Preschool.—Institutions for the training of preschool teachers had the same requirements for admission as teacher-training institutions for elementary and civic school teachers. They offered a 2-year curriculum of 30 class hours per week for the first year and 39 for the second. Instruction concentrated on pedagogics, teaching methods, drawing, creative art, needlework, music, and physical education. The same process of certification was required as for the elementary school teachers.

678325 O—63——2

Elementary and civic school teachers.—Teacher-training institutions accepted applicants who had completed 5 years in an elementary school and either 4 years in a civic school or 4 junior years in a secondary school of general education. The 4-year curriculum, which paralleled the senior 4 years of the secondary school of general education, concentrated on pedagogy, and class hours per week totalled about 32. Required subjects were:

- Religion
- Pedagogics and teaching practice
- Language of instruction
- Second language of the State
- Geography
- History and civics
- Mathematics and geometrical drawing
- Natural history
- Physics and chemistry
- Farming (for boys)
- Penmanship
- Drawing
- Singing and theory
- Violin playing (for boys)
- Needle work (for girls)
- Physical education
- Educational manual work (for boys)

Pedagogical academies accepted graduates of a full 8-year secondary school. Their 1-year curriculum, averaging 32 class hours per week included:

- Philosophy and sociology (as applied to education)
- General and pedagogical psychology
- History of elementary education
- Organization of national education
- General pedagogics and didactics
- School hygiene
- Methods of elementary instruction
- Education of defective children
- Introduction to experimental pedagogics
- Pedagogical seminar
- Teaching practice
- Music education
- Grammar of the language of instruction, and teaching methods
- Methods of teaching the following:
  - Knowledge about the country
  - Social and natural sciences
  - Arithmetic and geometry
  - Drawing and manual work
  - Needle work
  - Physical training
  - National economics
  - Farming

After completing his studies at either the teacher-training institution or the pedagogical academy, the student had to pass an examination for the cerificate of maturity for the elementary schools, which qualified him for temporary appointment as a teacher-probationer. He could then apply for the elementary school teacher's qualifying examination, which would entitle him to a permanent teacher's certificate for elementary schools.

Elementary school teachers, after successful teaching experience, were eligible for the civic school teacher's qualifying examination. The certificate received would permit teaching in the civic schools, with the title of special teacher.

Secondary school teachers.—Teachers for secondary schools were required to complete a 4-year curriculum in an institution of university rank, including lectures and seminar work in psychology, peda-

gogics, history of education, philosophy, and methods of teaching, and to pass two qualifying examinations. After passing the first examination, a student received a probationary teaching appointment for 2 years and could then take the second, or final, professor's examination to qualify for a permanent teaching position.

Higher education

Classical universities.—Admission requirements to universities were a certificate of maturity from an 8-year secondary school of general education, or its equivalent. The length of studies in all faculties, except in the medical faculty, was 4 years. Upon satisfactory completion of the 4-year curriculum, the student received his *absolutorium* diploma.

Requirements for the doctorate degrees of Catholic theology, law, philosophy, and natural science were the *absolutorium*, presentation of a thesis, and the passing of two or three examinations, known as *rigorosa.*

Studies in the medical faculty lasted 5 years. Their satisfactory completion and the passing of three examinations led to the degree of doctor of general medicine and to permission to practice medicine anywhere in Czechoslovakia.

Technical institutions.—Admission requirements were a certificate of maturity, preferably from a secondary school which emphasized the study of science and the 4-year curriculum led to the degree of engineer. The degrees of doctor of technical sciences and doctor of mining sciences were conferred after presentation of a thesis and passing a public examination (*rigorosum*).

Prior to World War II, the classical and technical universities in Czechoslovakia and their faculties were as follows:

School	*Faculties*
Charles University, Prague	Catholic theology
	Law and political science
	Medicine
	Philosophy
	Natural science
German University, Prague	Theology
	Medicine
	Law
	Philosophy
	Natural science
Masaryk University, Brno	Law
	Medicine
	Natural science
	Philosophy

School	*Faculties*
Komensky University, Bratislava	Law Medicine Natural science Philosophy
Free Ukrainian University, Prague	Law Philosophy
Czech Institute of Technology, Prague	Structural engineering Architecture and civil construction Mechanical and electrotechnical engineering Chemical-technological engineering Agricultural and forestry engineering Commerce
German Technical University, Prague	Similar in organization to the Czech Institute of Technology
Czech Technical University, Brno	Structural engineering Mechanical and electro-technical engineering Chemical engineering Architectural and civil engineering
German Technical University, Brno	Same faculties as the Czech Technical University, Brno
University of Mines, Pribram	Mining engineering Metallurgical engineering
Agricultural University, Brno	Agriculture Forestry
University of Veterinary Medicine, Brno	

Theological colleges.—The Cyrillus-Methodius Catholic Theological College, Olomouc, and the Catholic Theological College, Bratislava, had the same requirements for admission and graduation as the classical universities.

The Huss Czechoslovak Evangelical Theological College in Prague admitted graduates from any 8-year secondary school or its equivalent. Completion of the 4-year curriculum and the passing of two examinations led to the degree of bachelor of theology. After completion of 2 years of research, presentation of a dissertation, and passing two *rigorosa*, the student was eligible for the doctor of theology degree.

The Czechoslovak State Evangelical Theological College, Bratislava, required completion of an 8-semester curriculum and a mark of

"excellent" in the final examination for the degree of bachelor of theology. Candidates with a mark other than "excellent" received a diploma. Candidates for the doctor of theology degree were required to present a dissertation and pass two *rigorosa*.

Music and arts schools.—The Government Conservatory of Music in Prague, the Government Conservatory of Music and Dramatic Arts in Brno, the Academy of Music and Dramatic Arts in Bratislava, the German Academy of Music and Dramatic Arts in Prague, and the Academy of Creative Arts in Prague had the same requirements for entrance as other higher educational institutions. Upon completion of the curriculum, usually 4 years in duration, the student received a diploma.

Other.—The Government School of Archives in Prague offered a 3-year graduate course for the training of archivists. Completion of this course led to a diploma.

Part II

SCHOOL SYSTEM: 1948-1960

THE REPORT submitted by a delegate of the Czechoslovak Government to the Twelfth International Conference on Public Education in Geneva in 1949 stated the following:

> A new epoch of Czechoslovak history began in February 1948. The victory of the people opened up a direct path to socialism. Since that date, the economic and political foundations of a people's democracy have been enlarged and reinforced. . . . the last remnants of capitalist ideology have been removed; the masses are learning to conceive of the world in terms of the ideas of Marx and Lenin. In such a process of socialist education, the school is playing an important part. It, too, has been completely transformed. . . . All instruction and education, both in and out of school, have but one purpose: to train the rising generation for existence in a socialist society.[3]

The School Law of April 21, 1948, brought all Czechoslovak schools under state control. The school system, under this act, consisted of the national schools (grades 1 through 5), middle schools (grades 6 through 9), the 4-year gymnasia, and secondary vocational schools. New curriculums were drawn up for the elementary and secondary schools:

> . . . .The guiding principles of these courses is given in the introduction to them: to make culture, training, and education democratic. Emphasis is given to the idea of the "political" school: the school should train young persons to take an active part in the building of a people's democracy. Dialectic and historical materialism is the scientific basis of education. . . . Children are brought up in the spirit of the country's progressive traditions and that of socialist morality. . . .[4]

The need to pursue manual labor was emphasized in the new school system. *Lidove noviny* (People's News) carried the following item on March 17, 1950:

> Manual labor was once a punishment and a threat to the children of the so-called better class . . . "one who will not study will have to go to work in the factories. . . ." Our schools are beginning to educate the children in another way. . . . Textbooks contain this type of teaching: "What will I be? From the time I was a little girl, I kept telling my mother that I would be a gardener. . . . I would like to know how to do it well, as the famous Michurin does it in the Soviet Union. . . ."[5]

---

[3] *International Yearbook of Education, 1949*, p. 101.
[4] *Ibid.*, p. 106–107.
[5] Vratislav Bušek and Nicolas Spulber, editors, *Czechoslovakia*, p. 162.

On August 16, 1951, *Mlada fronta* (Young Front), the daily publication of the Youth League, described the contents of a reader used in the first grade of the elementary schools:

> . . . On the first page of the reader, there is a picture of people returning from work. The father in this book is a worker. It is the workers of the glorious Soviet Union to whom we owe our freedom. Therefore, as the textbook shows, we raise the flag of the Soviet Union beside our own flag because the Soviet flag is the flag of our liberator, best friend, and protector. . . .[6]

According to a directive issued by the Ministry of Education on August 20, 1951, an objective in teaching third grade civics "is to acquaint the student with the Soviet Union's constitution, its social and state organization, and its advantages as compared with the exploiting organization of the capitalist states."[7] Coupled with the study of Soviet institutions is the study of the Russian language, obligatory from the fourth grade.[8]

The organization of the school system under the 1948 School Law, however, did not fully meet the needs of the national economy, and the Czechoslovak National Assembly passed another law on education—the School Law of April 24, 1953—article 1 of which expressed the following philosophy:

> Our schools must educate new socialist citizen-workers, farmers, and intelligensia, well developed and perfectly prepared for the socialist society, which we are building. This goal can be attained only by schools which are closely linked with the great tasks of socialist building, with the political, economic, technological, and cultural developments of the country, and with national defense.[9]

Article 3 of this law stipulated that general basic education was to be compulsory and free, extending over an 8-year period, beginning at the age of 6. The age for completing secondary school was placed at 17 years rather than the previous 18 or 19 years.

The purpose of the reform was explained by the Minister of Education in an article in *Prace* (Work) on April 28, 1953:

> The new law speeds up the school training of our youth. . . . We must not lose time. Every year and every month which holds back our youth from work longer than is necessary is a pitiful loss. . . . Today's youth is much more advanced than it was before. Two years saved in school attendance represent a great capital for the republic.[10]

The Ministry of Education and Culture is the central organ of school administration. It is responsible for the organization and

---

[6] *Ibid.*, p. 162.
[7] *Ibid.*, p. 164.
[8] *Ibid.*, p. 164.
[9] *Ibid.*, p. 161.
[10] *Ibid.*, p. 167.

supervision of all schools, except agricultural and forestry schools, which are under the jurisdiction of the Ministry of Agriculture and Forestry.

The structure and functioning of the school system, created by the School Law of 1953, by levels and types is shown:

Preschool education

Creches took care of infants from 3 months to 3 years of age. Nursery schools accepted children from 3 to 6 years of age. In addition to games, the children learned to draw, model, and sing, and to do physical exercises.

Elementary-secondary general education

General education was provided by three types of schools: the national school, also known as the 5-year school; the 8-year school; and the 11-year school.

National schools were established in communities where 8- or 11-year schools were not feasible. Studies corresponded to the first 5 grades of the 8-year school, and students who completed the fifth grade of the national schools could continue in the sixth grade of an 8- or 11-year school.

The 8-year schools prepared students for secondary schools. Required subjects were: language of instruction, Russian language, history, geography, Constitution of Czechoslovakia and the USSR, mathematics, physics, chemistry, biology, physical education, geometrical drawing, drawing, and music. Hours per week for all were approximately as follows: first year, 20; second and third years, 24; fourth year, 25; fifth year, 28; sixth year, 31; and seventh and eighth years, 33. Those finishing the eighth year were required to take an examination in the language of instruction, the Russian language, mathematics, and an optional subject (biology, physics, chemistry, or geography), and upon passing, received a certificate.

The 11-year schools provided a basic general education in the first eight grades and a more advanced general education in the last three. Upon graduating from these schools, students received the secondary school-leaving diploma, a prerequisite to higher studies.

Polytechnical education was initiated to contribute to the Czechoslovak economy and society:

> **The purpose of polytechnical education is to acquaint pupils with the basic principles of production in connection with the teaching of general subjects. . . . Besides preparing students for advanced studies, the Czechoslovak general schools must also train their students for everyday life.**

678325 O—63——3

> Their graduates must acquire not only traditional general education, but must also be given a basic knowledge of the principles of modern production and be taught elementary labor methods. . . . Polytechnical education for all Czechoslovak youth is an economic, political, and cultural necessity of the present Czechoslovak society.[11]
>
> . . . . This new orientation of education is brought about chiefly by the inclusion, in a form appropriate to the age of the pupils, of scientific-technical ideas relative to the chief branches of production in subjects such as natural science, mathematics, geography and drawing, by the importance accorded to subjects such as handwork, exercises on the land and in the workshop. . . .[12]

Technical-vocational education (secondary level)

Technical-vocational schools were selective in their enrollment. Graduates of an 8-year school were admitted on a quota system, depending on the needs of the state in various branches of the economy. These schools could be divided into five basic types:

(1) Agricultural schools, with 4-year courses in the following specializations: cultivation, breeding, mechanization, mechanization-melioration, gardening, fruit and vine growing, fishing, and veterinary. Graduates were employed as technicians in agricultural cooperatives, tractor stations, veterinary service, and research institutes. These schools also offered 2-year courses for the training of bookkeepers, junior administrative personnel, and foremen.

(2) Forestry schools, offering a 4-year program for specialist technicians, and a 2-year course for foremen as gamekeepers already employed in forestry, providing they had completed 8 years of schooling.

(3) Economic technical schools, offering a 4-year preparatory course for various branches of administration in the national economy, and a 2-year course for the training of stenographers, typists, clerks, and accountants.

(4) Schools for training of health personnel, providing a 4-year course for the training of midwives, dietitians, medical, dental, and pharmaceutical laboratory workers; and for opticians, sanitary workers, and biotechnicians.

(5) Music schools, offering either a 4- or 5-year program, after which exceptionally talented students could continue at the Academy of Theatrical and Musical Arts.

---

[11] U.S. Joint Publications Research Service, *Education in Czechoslovakia,* p. 90–92. (Report No. 517). (Translation of selected Czechoslovak publications from June 1956 through June 1957.)

[12] UNESCO/International Bureau of Education, *Preparation and Issuing of the Primary School Curriculum,* p. 39.

Training of apprentices

Many pupils, after finishing the 8-year basic school, entered a 1- to 3-year apprenticeship, under authority of the Minister of Education, which prepared them for various trades.

> . . . The Ministry of Education determines the principles of the organization of apprentices according to which uniform points of view are secured in matters common to all departments in whose sphere of activity the apprentices are educated. Further, the Ministry of Education approves of and issues teaching plans and curricula, secures the elaboration and publication of textbooks and texts and other methodical aids, and cares for the development and manufacture of intuitive teaching aids.[18]

In the first and second apprenticeship years, practical instruction and teaching were alternated in regular 3-day periods, so that 18 hours were given to practical instruction and 18 to theoretical training and general education. In the third year, about 40 hours per week were allotted for specialized training.

The apprentice was required to take a final theoretical and practical examination. If he passed, he could either continue his studies at a technical school or at a secondary school for workers, after which he might apply for entrance to a university.

Apprentices who were graduates of secondary schools received specialized instruction and training only in technical subjects; therefore, their period of apprenticeship was shorter than for those who had completed only the 8-year schools.

Teacher training

Nursery and kindergarten teachers were trained in 3- and 4-year schools which admitted graduates of the 8-year school, or of the eighth year of the 11-year school.

Elementary school teachers were accepted at 4-year teacher-training schools after completing the 8-year school, or the eighth year of the 11-year school. The 4-year course included the following subjects:

- Mother tongue and literature
- Russian language and literature
- Logic
- History
- Geography
- Mathematics
- Physics
- Chemistry and mineralogy
- Biology and hygiene
- Introduction to the study of Marxist-Leninist doctrines
- Education and history of education
- Psychology

---

[18] Institute of Technical Schools. *Technical Schools and Education of Apprentices in Czechoslovakia*, p. 14.

Special teaching of various subjects
Practice teaching
Physical culture
Art
Music
Instrumental music lessons
Practical workshop
Laboratory and field work
Organization of pioneers of the Czechoslovak Youth Union

After completing these studies, candidates served for at least 3 years in teaching posts to which they were assigned.

Two-year higher schools or teachers colleges admitted graduates of the 11-year school, of a teacher-training school, or of a secondary vocational school, and trained them for teaching in grades 6 through 8.

Secondary school teachers (grades 9 through 11) received their preparation in 4-year teacher-training colleges or universities, after completion of a secondary school, the prerequisite for entrance.

Higher education

The end of the Second World War and the resulting changes in the political, economic, social, and cultural development of Czechoslovakia brought about extensive reforms in the organization of Czechoslovak universities. After the Communist seizure of power in 1948, they were made responsible for developing university students as loyal devotees of socialist ideals in the Czechoslovak Republic, as stipulated in the preamble to the *Universities Act* of May 18, 1950:

> In an endeavour to ensure a permanent improvement of the living conditions and the cultural *niveau* [level] of our people and to develop the sciences and arts so as to serve the building up of socialism in our country, the people's democratic republic is establishing universities and is looking after them. . . . The universities, as the highest type of schools, have the task of educating highly qualified workers loyal to the people's democratic republic and devoted to the socialist ideal, and of cooperating in the dissemination of science and culture among the people.[14]

The Ministry of Education and Culture determines the number of students to be admitted to higher studies each academic year, on the basis of the economic, social, and cultural requirements of the state. The length of studies, now 5 years in all faculties except the medical, where studies last 6 years, is based on a prescribed curriculum approved by the Minister of Education and Culture. Com-

[14] Alena Kasková, editor. *Education in Czechoslovakia*, p. 97.

pulsory subjects are political economy, dialectical and historical materialism, foundations of scientific socialism, and foreign languages. Practical work in his field of specialization is assigned to the student for a 6- to 10-week period, usually in his last year. The graduate receives a diploma in his field.

Medical studies.—The World Directory of Medical Schools states:

> **Medical studies in Czechoslovakia last 6 years. The first 3 years of the curriculum are given over to the basic sciences and preclinical subjects, no matter what specialty is later to be studied. After this, the student enters the clinical stage, attending lectures, where he witnesses practical demonstrations with patients, and performing practical clinical work. During this period emphasis is given to the subject in which the student intends to specialize, although he continues to receive tuition in all the basic medical subjects.**
>
> **Examinations are held at the end of every semester. At the end of the entire course, the student sits for a State examination. If he passes it, he receives the degree of Medical Practitioner, which permits him to practice medicine in Czechoslovakia. A graduate who wishes to undertake research work must submit a thesis, which, if accepted, entitles him to the degree of *Candidate* or *Doctor of Medical Sciences*.**[15]

Aspirantura (graduate) studies.—By a decree of June 23, 1953, universities and scientific institutes, such as institutes of the Academy of Sciences, were given the authority to grant the candidate of science and doctor of science degrees. The doctorate degrees (i.e., doctor of law, doctor of philosophy, and so on) are no longer given.

To qualify for the degree of candidate of science the graduate student (*aspirant*) continues his studies in a specialized field, for 1 to 3 years, under the supervision of a scientist. He must then pass the prescribed examinations and present a thesis at a public session of a scientific council of a university faculty or a scientific institute. If his thesis is accepted, he receives his candidate degree. The doctor of science degree is conferred on the holder of the candidate degree after acceptance of his doctoral dissertation.

There are two kinds of aspirantura studies: the regular or full-time and the external or part-time studies. They are usually taken under the scientific postgraduate fellowship (aspirantura). After completing his studies, the aspirant is required to work for at least 3 years in any position to which he is assigned.

Higher educational institutions and their faculties.—The following list (based on 1958–59 sources) includes the universities and other higher schools and colleges of Czechoslovakia and their faculties.

---

[15] World Health Organization. *World Directory of Medical Schools*, p. 71.

School	*Faculties*
UNIVERSITIES	
Charles University, Prague	**Law** **Philosophy and history** **Philology** **Mathematics and physics** **Technical and nuclear physics** **Biology** **Geology and geography** **General medicine** **Pediatrics** **Hygiene**
Masaryk University, Brno	**Medicine** **Natural sciences** **Arts** **Pharmacy**
Palacký University, Olomouc	**Medicine** **Arts** **Sciences**
Komenský University, Bratislava	**Law** **Medicine** **Philosophy** **Natural sciences** **Geography and geology** **Pharmaceutics**
TECHNICAL UNIVERSITIES AND COLLEGES	
Czech Polytechnic University, Prague	**Civil engineering** **Architecture and structural engineering** **Mechanical engineering** **Electrical engineering** **Radio communications** **Forestry engineering** **Geodetical engineering** **Industrial engineering**
Slovak Polytechnic University, Bratislava	**Mechanical engineering** **Electrical engineering** **Chemistry** **[illegible]l engineering** **Building and architecture** **Engineering economics**

School	*Faculties*
TECHNICAL UNIVERSITIES AND COLLEGES—Continued	
Technical University, Brno	**Civil engineering and surveying** **Architecture** **Mechanical and electrical engineering** **Chemical engineering**
Technical University of Mechanical and Electrotechnical Engineering, Pilsen	
State College of Mining and Metallurgy, Ostrava	**Mining** **Metallurgy** **Mining machinery** **Economics** **Geology** **Mechanical engineering**
College of Mechanical Engineering, Liberec	**Textile machinery and textile technology** **Machine design**
College of Railway Engineering, Prague	**Construction** **Mechanical engineering** **Electrical engineering** **Transport engineering**
College of Chemical Technology, Prague	**Inorganic technology** **Organic chemistry** **Fuel and water technology** **Food processing technology**
College of Chemical Technology, Pardubice	**Analytical chemistry** **Inorganic chemistry** **Chemical engineering** **Macromolecular compounds and textile technology** **Organic chemistry** **Organic compounds of technology** **Physical chemistry**
College of Technology, Kosice	**Mining** **Metallurgy** **Engineering**
OTHER HIGHER SCHOOLS	
ECONOMICS	
College of Economics, Prague	**General economics** **Domestic and foreign trade** **Production economics** **Finance and credit**

School	*Faculties*
OTHER HIGHER SCHOOLS—Continued	
ECONOMICS—Continued	
College of Economic Sciences, Bratislava	General economics Production economics Domestic trade and finance
AGRICULTURE AND FORESTRY	
University College of Agriculture and Forestry, Brno	Agronomy Forestry Zootechnology Veterinary science
College of Forestry and Lumber Industry, Zvolen	Forestry Lumber industry
Agricultural College, Prague	Agronomy Mechanics Economics and socialist organization of agriculture
PEDAGOGY	
College of Pedagogics, Prague	Social sciences Natural sciences
MUSIC AND ARTS	
Academy of Musical Arts, Prague	Music Theater and dramatic art Dance Puppetry Film art
Academy of Musical Arts, Bratislava	Music Dramatic arts
Janáček Academy of Musical Arts, Brno	
State Conservatory of Music, Bratislava	
State Conservatory of Music, Prague	
State Conservatory of Music and Dramatic Arts, Brno	
Academy of Fine Arts, Prague	
Academy of Fine Arts, Bratislava	
Advanced School of Russian Language and Literature, Prague	
Academy of Applied Arts, Prague	

Part III

SCHOOL REFORM OF 1960

THE TRANSITION of Czechoslovak education to a full role in the formation of a Communist society is indicated in a report submitted by a delegate of the Czechoslovak government to the Twenty-Second International Conference on Public Education held in Geneva July 6–15, 1959:

> The building of socialism in the Czechoslovak Republic is now entering its final stage. In this the schools have an exceptionally important social function to perform, as their educational and instructional work must correspond to the needs of socialist construction, the aim of which is a Communist society. For this reason, there is to be a change in the education system. . . . The transformation, which is to be completed by 1965, will in no case interrupt the normal course of schooling.[16]

On December 15, 1960, the Czechoslovak National Assembly passed an education act designed to bring the new transformation into effect. Article 1, part 3, states:

> Training and education are based on a scientific concept of the world, on Marxism-Leninism; they are closely tied in with the life of the people, and are based on the latest knowledge of sciences and progressive cultural traditions. The entire training and educational work of the schools is linked with the study of the fundamentals of science, polytechnical instruction, and labor training in socially useful, especially productive work, in which youth is placed according to its age.[17]

In an article in *Ucitelske noving* (Teachers' Journal), the Minister of Education and Culture, František Kahuda, described the close link between the Communist leadership and the role of the Czechoslovak educational system:

> At the recent friendly conference of the representatives of the CPC [Communist Party of Czechoslovakia] and the Government of the Republic with outstanding workers of science and culture . . . the First Secretary of the Central Committee of the CPC and President of the Republic, Comrade

[16] *International Yearbook of Education*, vol. 21, 1959. p. 148.

[17] U.S. Joint Publications Research Service. *Selected Eastern Europe Sociological Translations, No. 55.* JPRS 8134, p. 1–2. (Translated from *Zbierka zakonov* (Collection of Laws), No. 82, Bratislava, Dec. 28, 1960. p. 645–52.)

Antonin Novotny, evaluated the significance of the 15th year of the construction of socialism in our republic. . . . The present year 1960 will forever have an important place in the history of our nation. In closing such an important year. . . . the National Assembly of the Czechoslovak Socialist Republic met to discuss the government proposal concerning the system of training and education, the school law proposal. . . .

This law . . . is an important ideological document which corresponds to the revolutionary changes which are taking place in our society. The fact that this law was discussed as the first measure of putting into effect the pertinent stipulation regarding our socialist constitution shows what great emphasis our Communist Party and state place upon questions of training and education . . . If we lag behind in the training and education of the people, the further development of our society will unavoidably slow down on the road to Communism, as N. S. Khrushchev reminded us at the All-Russian Congress of Soviet Teachers in July of this year.

. . . Bookish knowledge, disassociated from practical experience, has no value for the society. Therefore, our party has outlined the fundamental directive that all training and education be closely and organically tied to the life of our society. . . . A characteristic feature of the law . . . is that it creates a uniform system for all institutions responsible for the training and education of the man of the socialist society from his earliest childhood to maturity, and actually during all of his adult life. . . . Thereby it answers first of all the needs of the further economic development of our society. . . .

. . . the law entrusts to the Ministry of Schools and Culture, as the top organ of state school administration, the task of directing training and education in the principles of ideology and pedagogy at all schools and non-schools educational institutions. . . .

An entirely new feature of the uniform school system as contained in the new law is the combination of instruction in the fundamentals of sciences and manual work. . . .

. . . the Communist Party with the Central Committee at its head which in a manner similar to that of the Soviet Union—which is to us a model in all respects in virtue of its magnificent construction of an advanced Communist society—provided the initiative for a revolutionary solution of the questions of our education in harmony with the achieved level of our development.

. . . I want to assure you all that for the great goal of our people—of becoming an advanced socialist society—we shall work together for conscientious realization and fulfillment of the new school law, that we shall increase our efforts to speed up the process of training a new man, a man of the epoch of advanced socialism, a man of the epoch of Communism.[18]

Preschool education

Children under 3 years of age are cared for in nursery schools. Kindergartens accept children from 3 to 6 years of age.

---

[18] *Ibid.*, p. 25–34. (Translated from an article by František Kahuda, Minister of Schools and Culture, in the Czech language newspaper *Ucitelske noviny* (Teachers Journal), vol. 10, No. 51/52, Prague. Dec. 21, 1960, p. 1–2.)

Elementary education

Attendance at the elementary 9-year schools is compulsory for those from 6 to 15 years of age. A new development in the school system is the subject "Education for Work."

> **Education for work . . . has become a characteristic feature of the new school system, affecting the entire process of education. . . . This subject is intended to give the children a positive attitude to manual labor. They will acquire basic working skills and habits, learn to be accurate and tidy in their work and to work for the common good.[19]**

Secondary education (Second degree schools)

New developments under the 1960 school reform specified Communist education as a concept for second degree secondary schools; i.e., schools educating young people over 15 years of age and adult workers. These schools coordinate general, polytechnical, and specialized vocational education. A general requirement for admission is the completion of the basic 9-year school.

Several sources commented on aspects of the 1960 Reform:

> **On February 10th, 1961, the Ministry of Education and Culture made public the concept of the character of second-degree schools. . . . It applies systematically the pedagogical principle of linking education with life, production and the building of a mature socialist society. . . . A means to this end is Communist education, i.e., education having as its aim a highly educated man who has mastered the latest technical and scientific advances, ready to do qualified productive labour, physically fit, a man who knows how to live in the collective and to find joyful satisfaction in work for the common good, imbued with the ideas of socialist patriotism and internationalism, an aware builder and defender of the Communist society.[20]**

The subject "Principles of Production" has been introduced into the course of study, the practical part of which the student studies at the industrial plants themselves or in agriculture. This subject gives the secondary education school a new quality: it becomes an active part in the education of the pupils and it influences the content of the other subjects as well. It gives concrete material for application in mathematics, physics, chemistry, and biology and at the same time demands that these subjects act partly as preparatory sciences. . . .[21]

The subject "social upbringing" has an important educational aim. By taking this subject the students will expand their knowledge of the principles of the socialist economic system and the political administration of our state and will be more firmly trained in the principles of scientific world viewpoint and communist morality. . . .[22]

---

[19] Státní pedagogické nakladatelství, editors. *Development of the Czechoslovak School System in the School Year 1960–61.* p. 14.

[20] Státní pedagogické nakladatelství, editors. *Development of the Czechoslovak School System in the School Year 1960–61.* p. 17–18.

[21] ———. *Czechoslovak Education in the School Year 1961–62,* p. 17.

[22] U.S. Joint Publications Research Service. *Sociological Translations on Eastern Europe, No. 91.* JPRS 12723, p. 14. (Translated from an article in *Priloha Vestniku Ministerstva Skolstvi a Kultury.*) (Supplement to the Information Bulletin of the Ministry of Education and Culture, vol. 17, No. 12, Prague, Feb. 10, 1961, p. 1–12.)

. . . The compulsory study of the Russian language as a language of the world and as the commonly-understood language of the socialist camp, the language which also opens the door to rich specialized literature and literary art, shall again be put into effect. . . .[28]

Secondary general education schools.—The principal objective of these schools is to prepare students for university studies, through complete secondary general and polytechnical education. The course of studies lasts 3 years, ending with a school-leaving examination. (See Appendix A, Table 1.)

Complete secondary vocational schools.—These provide a complete secondary specialized education and the necessary general education for those who have finished their elementary schooling. Students are prepared for intermediate technical, commercial, health, administrative, and other positions in the branches of the Czechoslovak national economy and culture, for teaching in kindergartens, and for university studies. The 4-year programs end with the school-leaving examination. (See Appendix A, Tables 2, 3, and 4.)

Lower vocational schools.—These prepare for lower levels of technical, economic, commercial, and administrative work. The course of studies is from 2 to 3 years.

Apprentice training centers and apprentice schools.—These offer specialized training and general secondary and specialized theoretical education to those over 15 years of age who have completed their elementary schooling. The period of study is from 2 to 3 years, terminating with a final examination which entitles the apprentice to a master's certificate. New curriculums were to be introduced in these schools in the 1962–63 school year.

Secondary schools for working people.—These schools are generally a continuation of the apprentice training centers and apprentice schools. They provide a full secondary education for workers within a 2- or 3-year period. Graduates receive a diploma and may apply for university studies.

Secondary vocational schools.—These offer evening classes, correspondence courses, and extramural studies for working people in industrial, pedagogical, cultural, health, agricultural, and forestry schools. Programs last from 3 to 5 years. Graduates of the 5-year course may apply for admission to university studies.

Plant technical schools, with 3 to 5-year programs, are established by enterprises for workers who are already employed as technicians or skilled workers, but who lack the required schooling for such positions. The largest number of these schools has been established in enterprises which are under the jurisdiction of the Ministry of

[28] *Ibid.*, p. 14.

Heavy Industry, Ministry of Fuel and Energetics, and Ministry of the Chemical Industry.

Enterprise institutes are established by large national enterprises for their employees who have a complete secondary education but who want a more specialized type of training in a given field. The program of studies usually requires 3 years.

Music and dance schools combine elementary and secondary general education, with specialized training in music and dancing for those who show a special aptitude in these fields.

Music conservatories offer graduates of the 9-year elementary school a complete specialized secondary education in music and dancing, as well as the required general education, and prepare them for study at higher schools of music and fine arts. The conservatory course of study is 4 years.

Teacher training

Teachers for all schools in Czechoslovakia, with the exception of the kindergarten, must now have a university education or its equivalent. Kindergarten teachers who are graduates of the 9-year elementary school are trained at pedagogical schools, which are considered secondary vocational schools. Studies terminate with a school-leaving examination.

Pedagogical institutes, which have the same status as universities, train teachers for the 9-year elementary schools and teachers of general education subjects at specialized and apprentice schools. They accept graduates of general secondary schools and of secondary schools for workers. The course of studies for teachers of grades 1 to 5 lasts 3 years, and for teachers of grades 6 to 9, 4 years. Each pedagogical institute has nearby a 9-year elementary school, to provide practical training for prospective teachers.

Teachers of general education subjects in secondary schools where studies terminate with a school-leaving examination must have a university education. Graduates of technical universities, after 3 years of practical experience in their field of specialization, may teach specialized subjects at these secondary schools.

Appendix A

Table 1.—Study Plan: Secondary General Education School

Subject	Class hours per week		
	Year I	Year II	Year III
Czech language and literature	4	3	3
Russian language	2	2	2
Another foreign language	3	2	3
Social upbringing	1	1	1
History	2	2	2
Geography	2	2	----
Mathematics	4	4	4
Physics	3	3	4
Chemistry	2	2	2
Biology	2	2	2
Physical culture	3	3	3
Principles of production [1]	8	8	8
Electives	----	2	2
Descriptive geometry	----	----	----
Practical exercises	----	----	----
Physics	----	----	----
Chemistry and biology	----	----	----
Art	----	----	----
Music	----	----	----
Foreign language conversation	----	----	----
Total	36	36	36

[1] Associated work practice in an enterprise·
18 days each in years 1 and 2, 6 to 8 hours per day, depending on the work schedule of the enterprise.

SOURCE: U.S. Joint Publications Research Service. *Sociological Translations on Eastern Europe, No. 91*, JPRS 12723, p. 23. (Translation of an article in *Priloha Vestniku Ministerstva Skolstvi a Kultury* (Supplement to the Information Bulletin of the Ministry of Education and Culture), Vol. 17, No. 12, p. 1–12. Prague, Feb. 10, 1961.)

Table 2.—Study Plan: Industrial Machine Building School; Machine Building Technology

Subject	Class hours per week			
	Year I	Year II	Year III	Year IV
Czech language and literature	3	2	2	2
Russian language	2	2	2	2
History	2	2	-------	-------
Economic geography	-------	-------	2	-------
Social upbringing	1	1	1	1
Political economy	-------	-------	2	-------
Mathematics	5	3	3	-------
Physics	4	-------	-------	-------
Chemistry	4	-------	-------	-------
Physical culture	3	3	3	2
Electrical engineering	-------	3	2	-------
Drafting	2	3	-------	-------
Mechanics	2	4	3	-------
Machine components	-------	6	5	-------
Machinery	-------	-------	4	8
Technology	2	3	3	8
Organization and economics	-------	-------	-------	4
Laboratory exercises	-------	-------	-------	4
Psychology and hygiene	-------	-------	-------	1
Production practice [1]	6	4	4	4
Total	36	36	36	36

[1] In addition, 3 weeks of work practice are required at the end of each year.

SOURCE: *Ibid.*, p. 30.

Table 3.—Study Plan: Nurses Training School

Subject	Class hours per week			
	Year I	Year II	Year III	Year IV
Czech language and literature	3	2	2	3
Russian language	2	2	2	2
Latin	2	2/-	---	---
History	2	2	---	---
Social upbringing	1	1	1	1
Mathematics	3	2	2	---
Physics	3	2	---	---
Chemistry	3	2	---	---
Physical culture	3	3	3	2
Typing	---	---	---	2
Production work	6	6	---	---
Care of the sick	2	2	2	2
Medical sciences	6	10/12	11	6
Practical exercises [1]	---	---	13	18
Total	36	36	36	36

[1] In addition, 4 days of practice work during off hours are required at the end of the third year.

SOURCE: *Ibid.*, p. 31.

Table 4.—Study Plan: General Economics School

Subject	Class hours per week			
	Year I	Year II	Year III	Year IV
Czech language and literature	3	3	3	2
Russian language	2	2	2	2
Another foreign language	3	3	3	2
History	2	2	----	----
Economic geography	2	2	----	----
Social upbringing	1	1	1	1
Political economy	----	----	2	3
Mathematics	2	2	2	2
Physics	2	2	----	----
Chemistry	3	----	----	----
Physical culture	3	3	3	2
Principles of production [1]	6	6	6	----
Economics and organization of branches	2	2	2	2
Finance and credit	----	----	2	[2] 3
Economic planning	----	----	2	[2] 3
Accounting	----	4	4	[2] 6
Statistics	----	----	2	[2] 4
Economic calculations	3	2	----	----
Principles of Czechoslovak law	----	----	----	2
Technology and administrative organization	2	2	2	[2] 2
Total	36	36	36	36

[1] Of the total number of hours, each year requires 4 hours of production work and 2 hours of study about production.

[2] Of the amount of study hours, a total of 60-90 hours each year is required for production practice, in accordance with local conditions.

SOURCE: *Ibid.*, p. 32.

Appendix B

Table 1.—Number of Students and Teachers: 1958–59

Type of school	Number of students	Number of teachers
Elementary	1, 953, 59[illegible]	74, 847
General secondary	96, 372	5, 558
Teacher-training schools at the secondary level	11, 334	717
Teacher-training colleges at higher level	5, 169	117
Secondary vocational	129, 243	8, 995
University and higher educational institutions (excluding teacher-training colleges)	48, 805	1, 533

SOURCE: UNESCO, International Bureau of Education. *International Yearbook of Education*, vol. 22, 1960, p. 498, 502, 506, 509, 512.

Table 2.—Number of Schools and Students: 1960–61

Type of school	Number of schools	Number of students
Nursery	1, 278	24, 581
Agricultural	933	17, 917
Permanent	345	6, 664
Elementary	12, 581	2, 142, 027
Specialized schools and apprentice schools	----------	249, 290
Lower vocational	----------	14, 000 approx.
Secondary vocational	500	125, 000
Secondary general education	432	78, 754
Working people in lower vocational and secondary vocational schools:		
Evening classes	----------	50, 000
Correspondence courses	----------	16, 500
Extramural studies	----------	4, 700
Plant technical schools	214	----------
Schools for young people requiring special care	728	42, 247
Defective speech and hearing	36	2, 449
Defective vision	12	732
Schools attached to health institutions	206	11, 962
Apprentice schools	17	1, 502
Schools attached to children's homes	10	552
Schools for problem children	38	1, 915
Schools for the mentally retarded	409	25, 135

SOURCE: Státní pedagogické nakladatelství, editors and publishers.[1] *Development of the Czechoslovak School System in the School Year 1960–61.* 55 pp.

[1] Statistics by the same source for the following school year indicate that in 1961–62 there were 6,947 kindergartens with 304,328 students; 12,362 elementary schools with an increase of 135,927 students over the previous year; 760 schools for children requiring special care, with 45,058 students; and 14,229 students in secondary schools for workers and 106,353 workers studying in secondary vocational schools.

Glossary

A

absolutorium—diploma
Akademie musických umění—Academy of Musical Arts
Akademie výtvarných umění—Academy of Creative Arts/Academy of Fine Arts
aspirant—graduate student
aspirantura—postgraduate studies

B

Bakalář bohosloví—Bachelor of Theology

C

candidatus scientiarum (C. Sc.)—candidate of sciences
Cyrilo-Metodějská Katolická Fakulta Bohoslovecká v Olomouci—Cyrillus-Methodius Catholic Theological College in Olomouc

Č

Česká vysoka škola technická v Brně—Czech Technical University in Brno
České Vysoké Učení Technické v Praze—Czech Institute of Technology in Prague/Czech Polytechnic University in Prague
Československá Republika—Czechoslovak Republic
Československá státna teologická fakulta evanjelicka v Bratislavě—Czechoslovak State Evangelical Theological College in Bratislava

D

Deutsche Akademie für Musik und darstellende Kunst—German Academy of Music and Dramatic Arts
Deutsche Technische Hochschule—German Technical University
Deutsche Universität in Prague—The German University in Prague
Doctor medicinae universae—Doctor of General Medicine
Doctor Rerum Naturalium—Doctor of Natural Science
Doctor scientiarum (Dr. Sc.)—Doctor of Sciences
Doktorat teologie—Doctor of Theology
Doktor bohosloví—Doctor of Theology
Doktor filosofie—Doctor of Philosophy
Doktor práv—Doctor of Law
Doktor věd montanistických—Doctor of Mining Sciences
Doktor věd technických—Doctor of Technical Sciences
druhá zkouška státní—second government examination/final government examination

F

Fakulta bohoslovecká—Faculty of Catholic Theology
Fakulta filosofická—Faculty of Philosophy
Fakulta lékařská—Faculty of Medicine
Fakulta přirodovědecká—Faculty of Natural Science
Fakulta věd Právních a Státních—Faculty of Law and Political Science

H

hospodářské školy—economic technical schools
hudební školy—music schools
Hudobná a dramatická akademia pre Slovensko v Bratislavé—Academy of Music and Dramatic Arts for Slovakia in Bratislava
Husova Československá Evangelická Fakulta Bohoslovecká v Praze—Huss Czechoslovak Evangelical Theological College in Prague

I

inženýr—engineer

J

Janáčkova Akademie Musických Umění—Janáček Academy of Musical Arts
jedenáctiletá škola—eleven-year school
jesle—crèches
JUDr.—Doctor of Law

K

kandidat—candidate
katedry—chairs
Katolická Fakulta Bohoslovecká v Bratislavě—Catholic Theological College in Bratislava

L

lesnické školy—schools of forestry

M

Masarykova Universita v Brně—Masaryk University in Brno
mateřske školy—maternal schools
měšťanské školy—civic schools/advanced elementary schools
Ministerstvo národní obrany—Ministry of National Defense
Ministerstvo školství a národní osvěty—Ministry of Education and National Culture
Ministerstvo zemědělství—Ministry of Agriculture
MUDr.—Doctor of General Medicine

N

národní škola—national school
nižší školy—lower schools

O

obchodní akademie—commercial academies
obecná zkouška—general examination
odborná zkouška učitelské způsobilosti pro měšťanské školy—civic school teachers qualifying examination
odborné školy—technical/vocational schools; trade schools
odborný učitel—special teacher
opatrovny—nursery schools
osmiletá škola—eight-year school

P

pedagogické školy—teacher-training schools
pětiletá škola—five-year school
Ph. Dr.—Doctor of Philosophy
průmyslové školy—industrial schools
první zkouška státní—first government examination

R

Reálka—Real school
Reálné gymnasium—Real gymnasium
Reformní reálné gymnasium—Reformed real gymnasium
rigorosum/rigorosa—rigid examination(s)
RNDr.—Doctor of Natural Science

S

Slovenská Vysoká Škola Technická—Slovak Polytechnic University
speciální kursy—special courses
Státně Konservatorium Hudby—State Conservatory of Music
Státní Archivní Škola v Praze—Government School of Archives in Prague
Státní Hudební a Dramatická Konservatoř—Government (State) Conservatory of Music and Dramatic Arts
Státní Konservatoř—State Conservatory
Státní Konservatoř Hudby v Praze—Government Conservatory of Music in Prague
střední školy—secondary schools
stupeň nižší—lower course
stupeň vyšší—upper course

Š

školy obecné—elementary schools
školy pro lesní hajné—schools for foresters
školy státních pracovních záloh—training schools for apprentices in industrial and agricultural occupations
školy uměleckého průmyslu—schools of arts and crafts

T

tělocvik, sport a hry—physical education, sports, and games
Th. Dr.—Doctor of Theology
učitelskýčekatel—teacher-probationer
Ukrainskij vilni universitat v Prazi—Free Ukrainian University in Prague
Universita Karlova v Praze—Charles University in Prague
Universita Komenského v Bratislavé—Komenský University in Bratislava

V

vědecké pojednání—scientific thesis
Vědy filologické—Department (Branch) of Philology
Vědy filosofické a pedagogika—Department (Branch) of Philosophy and Pedagogy
Vědy fisikální a chemické—Department (Branch) of Physics and Chemistry
Vědy historické—Department (Branch) of History
vědy matematické—mathematical science
vědy přírodní—natural sciences

Vysoká škola architektury a pozemního stavitelství—College of Architecture and Civil Construction
Vysoká škola báňská v Příbrami—University of Mines in Pribram/State College of Mining and Metallurgy
Vysoká škola chemicko-technologická—College of Chemical Technology
Vysoká škola chemicko-technologického inženýrství—College of Chemical-Technological Engineering
Vysoká škola ekonomická—College of Economics/College of Economic Sciences
Vysoká škola inženýrského stavitelství—College of Structural Engineering
Vysoká škola lesnická a dřevařská—College of Forestry and Lumber Industry
Vysoká škola musických umění—Academy of Musical Arts
Vysoká škola obchodní—College of Commerce
Vysoká škola pedagogická—College of Pedagogics
Vysoká škola Ruského jazyka a literatury—Advanced School of Russian Language and Literature
Vysoká škola speciálních nauk—College of Special Branches
Vysoká škola strojní a elektrotechnická—Technical University of Mechanical and Electrical Engineering
Vysoká škola strojního a elektrotechnického inženýrství—College of Mechanical and Electrotechnical Engineering
Vysoká škola strojní v Liberci—College of Mechanical Engineering in Liberec
Vysoká škola technická—College of Technology
Vysoká škola uměleckoprůmyslová—Academy of Applied Arts
Vysoká škola výtvarných umění—Academy of Fine Arts
Vysoká škola zemědělská—Agricultural University/College of Agriculture
Vysoká škola zemědělská a lesnická—University College of Agriculture and Forestry
Vysoká škola zemědělského a lesního inženýrství—College of Agricultural and Forestry Engineering
Vysoká škola zvěrolékařská v Brne—University of Veterinary Medicine in Brno
Vysoká škola železniční—College of Railway Engineering
vysoké školy technické—higher technical schools
Vysoké učení technické v Brne—Technical University in Brno
vysvědčení—certificate
vysvědčení dospělosti—certificate of maturity
vysvědčení dospělosti pro obecné školy—certificate of maturity for the elementary schools
vysvědčení učitelské způsobilosti pro měšťanské školy—teachers certificate for teaching in civic schools
vysvědčení učitelské způsobilosti pro obecné školy—permanent teachers certificate for elementary schools
vyšší reálné gymnasium—upper real gymnasium
vyšší školy pedagogické—higher pedagogical schools or teachers colleges
vyšší školy průmyslové—secondary technical schools

Z

zdravotnické školy—schools for the training of health personnel
zemědělské školy—agricultural schools
zkouška dospělosti—maturity examination
zkouška odborná—special examination

zkouška učitelské způsobilosti pro obecné školy—elementary school teachers qualifying examination
zkoušky profesorské—professors' examination
zkoušky učitelské způsobilosti pro střední školy—secondary school teachers qualifying examination

Ž

živnostenské školy pokračovací—trade continuation schools

Bibliography

Apanasewicz, Nellie, in collaboration with Seymour M. Rosen. *Selected Bibliography of Materials on Education in Czechoslovakia.* Washington: U.S. Department of Health, Education, and Welfare, Office of Education, August 1960. (Studies in Comparative Education)

Bušek, Vratislav and Spulber, Nicolas, editors; Robert F. Byrnes, general editor. *Czechoslovakia.* New York: Praeger, 1957. 520 p. (Especially Chapter 8 "Education," p. 154–172.)

Collier's Encyclopedia, Vol. 6. New York/Toronto: P. F. Collier and Son Corp., 1960. p. 14–28.

The Columbia Viking Desk Encyclopedia, Vol. 1. p. 120, 144, 231, 313, 559; Vol. 2, p. 782, 783, 839, 1179. New York: The Viking Press, 1953.

"Czechoslovakia." *The World of Learning 1959–60.* London: Europa Publications, Ltd. p. 233–239.

The Encyclopedia Americana, Vol. 8. New York/Chicago/Washington, D.C.: Americana Corporation, 1960. p. 383d–384.

Institute of Technical Schools. *Technical Schools and Education of Apprentices in Czechoslovakia.* Prague: 1959. 16 p.

Kasková, Alena, editor. *Education in Czechoslovakia.* Prague: Státní pedagogické nakladatelství, 1958. 127 p.

Paur, Jaroslav. *Education in Czechoslovakia.* Prague: Orbis, December 1947. 48 p.

The Statesman's Yearbook 1961–1962. New York: St. Martin's Press, 1961. p. 932–941.

Státní pedagogické nakladatelství, editors and publishers:

Czechoslovakia: The Educational Movement 1955–56. Prague: 1956. 24 p.

School Development in the School Year 1956–57. Prague: 1957. 18 p.

School Development in the School Year 1957–58. Prague: 1958. 19 p.

Report on Developments in Education During the School Year 1958–59. Prague: 1959. 21 p.

Development of the Czechoslovak School System in the School Year 1960–1961. Prague: 1961. 55 p.

Czechoslovak Education in the School Year 1961–62. Prague: 1962. 30 p.

Stránský, R. *The Educational and Cultural System of the Czechoslovak Republic.* Prague: Vladimir Žikeš, 1938. 143 p.

Stuerm, Francis H. *Training in Democracy: The New Schools of Czechoslovakia.* New York: Inor Publishing Company, 1938. 256 p.

Turosienski, Severin K. *Education in Czechoslovakia.* Washington: Superintendent of Documents, U.S. Government Printing Office, 1936. 181 p. (U.S. Office of Education Bulletin 1935, No. 11.)

UNESCO. "Czechoslovakia." *World Survey of Education. II—Primary Education.* Paris: the Organization, 1958. p. 287–296.

UNESCO/International Bureau of Education. Paris/Geneva: the Organization/the Bureau:

International Yearbook of Education 1948 (No. 109), p. 127–137; *1949* (No. 119), p. 101–112; *1955* (No. 169), p. 132–139; *1956* (No. 180), p. 128–134; *1957* (No. 190), p. 132–140; *1958* (No. 202), p. 114–121; *1959* (No. 212), p. 148–156; *1960* (No. 224), p. 133–142, 498, 502, 506, 509, 512; *1961* (No. 236), p. 108–119.

Facilities for Education in Rural Areas (No. 192), 1958. p. 81–82.

Financing of Education (No. 163), 1955. p. 125–127.

Organization of Pre-Primary Education (No. 230), 1961. p. 117–119.

Preparation and Issuing of the Primary School Curriculum (No. 194), 1958. p. 38–39, 160.

Preparation of General Secondary School Curricula (No. 216), 1960. p. 156–157.

Primary School Textbooks: Preparation-Selection-Use (No. 204), p. 104–106.

School Inspection (No. 174), 1956. p. 137–140.

Training of Primary Teacher Training Staffs (No. 182), 1957. p. 18, 97–98.

Training of Technical and Scientific Staff (No. 206), p. 106–109.

Twenty-Second International Conference on Public Education, 1959 (No. 208), p. 85–86.

Twenty-Third International Conference on Public Education, 1960 (No. 218), p. 44–45.

U.S. Joint Publications Research Service. Washington/New York:

Education in Czechoslovakia. JPRS/NY Reports: *No. 517*, June 24, 1958, 272 p.; *No. 811*, Oct. 17, 1958, 60 p.; *No. 820*, Oct. 23, 1958, 31 p.

Selected Eastern Europe Sociological Translations; Report No. 1169–D. Jan. 11, 1960, p. 13–16; *No. 22 Report No. 3406*, June 15, 1960, p. 1–23; *No. 55, Report No. 8134*, Apr. 27, 1961, p. 1–34; *No. 91, Report No. 12723*, Feb. 28, 1962, p. 1–34.

The World Book Encyclopedia, Vol. 3. Chicago: Field Enterprises Educational Corp., 1962. p. 966–972.

World Health Organization. "Czechoslovakia." *World Directory of Medical Schools.* Geneva: the Organization, 1957. p. 70–72.

The Worldmark Encyclopedia of the Nations. New York: Worldmark Press, Inc., Harper and Brothers, 1960. p. 250–259.

U.S. GOVERNMENT PRINTING OFFICE: 1963 O—678325